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THE TRUTH ABOUT

THE EDUCATION BILL

AS IT APPLIES TO

BRADFORD

AND OTHER COUNTY BOROUGHS.

AN

EXPOSITION OF THE MEASURE

AND A

REPLY TO RADICAL CRITICISMS.

PRICE TWOPENCE.

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The full Text of the Bill (except Schedules Nos. 2, 3, and 4), is printed on the LEFT-HAND PAGES, with some Notes. Other Explanatory Notes, etc., are printed on the RIGHT-HAND PAGES, Nos. 3 to 25.

LORD ROSEBERY

ON THE

NEW EDUCATION AUTHORITY.

Speaking at Colchester, Lord Rosebery said :

"And, after all, is there anything more worthy of our honour and esteem than our municipalities? In past times in the middle ages they consecrated and they preserved national life in this country. They made the history of our free national life, and in my judgment the boroughs of this country have much history of the kind yet to write (applause). You have in two ways looming before you higher and more extensive and more important duties than were those which you have fulfilled. *There is a Bill now before Parliament*, the future of which I can predict nothing—as to the chances of its passing into law I know no more than you do—but *which, if passed, will entrust to your municipal council the incalculably important prerogative of supervising the education of its children* (cheers). *On the whole, I rejoice in that provision* (cheers), because I rejoice in all that gives strength and lustre to the municipal institutions of our country, in all that raises the character of our municipalities, and makes men of all ranks and degrees and of all abilities willing and anxious to take service among them (cheers). If to what you do already you add the task of education, you will be advancing by leaps and by bounds to that lofty position which every true patriot covets for the borough authorities of his native land (applause)."—*Yorkshire Observer*, May 16th, 1902.

See also pages 2 and 3.

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PLEASE NOTE.—The "Bradford Constitutional Year Book," 1902, contains a special article on the work of the "Voluntary Schools in Bradford," page 79. Copies of the Year Book may be obtained, gratis, at the Conservative Offices, or will be sent to any applicant on receipt of 1½d. to cover postage.

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TEXT OF THE BILL.

A BILL

A.D. 1902

To make further provision with respect to Education in England and Wales.

Be it enacted by the King's Most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows:

PART 1.—LOCAL EDUCATION AUTHORITY.

Local education authorities

1. For the purposes of this Act the council of every county and of every county borough shall be the local education authority.

Provided that the council of a borough with a population of over ten thousand, or of an urban district with a population of over twenty thousand, shall, as respects that borough or district, be the local education authority for the purposes of Part III. of this Act, and for that purpose as respects that borough or district, the expression "local education authority" means the council of that borough or district.

NOTE.—AUTHORITIES ELECTED AD HOC

(*i.e.*, for one special purpose).

Much of the opposition to this Bill comes from those who want an Education Authority directly elected by the people for educational purposes alone. The main answers to this are:

(1) Every *ad hoc* authority tends to weaken the Municipal Authority. Rival Rating Authorities in the same area are a hindrance to the unification of municipal life. The tendency of the last 70 years has been in the direction of the Municipal or County Authority supplanting all *ad hoc* bodies. Formerly there were Drainage Boards, Lamp Boards, Road Boards, &c. Now all this work is done by the Corporation. In 1870 it was also first proposed to have the School Board nominated by the Town Council.

(2) In Germany, Austria, France, and Switzerland, and in many parts of America, the public body that controls other local affairs also controls the schools.

(3) Popular election *ad hoc* fails to secure the services for educational work of many of those who are best fitted to assist in the educational progress in the country. They cannot and will not undergo the ordeal of a School Board Election. Is it sound business to lose such valuable assistance in our educational administration? Some of the most useful members of the Corporation—Mayor and Aldermen—would be entirely lost to municipal life if they were asked to face popular election.

(4) The Technical Instruction Committees are not elected *ad hoc*, but composed in a manner similar to that provided in the Bill for the new Education Authorities. Yet they have done splendid service in the cause of Education. And if they can do the work of Secondary or Higher Education, surely similar authorities can be trusted to control Elementary Education. [See also page 2 of cover]

ITS APPLICATION TO BRADFORD.

THE EDUCATION AUTHORITY.

Clause 1.—The Bradford City Council becomes the local education authority.

Its duties are (1) To draw up a "scheme" for an Education Committee or Committees, on each of which it can place *at least* a majority of its own members. Mr. Balfour suggests that the Bill may be amended so that the Council shall appoint a majority from its own members. The Committee or Committees will be under the financial and general control of the City Council. (2) To levy rates and borrow money. (3) To decide whether to take over the control of elementary education within its area, in which case the School Board as such would be abolished, and its power and duties would devolve upon the Education Committee or Committees.

Lord Spencer, in referring to the recent speech of Sir John Gorst, said :—

> "We all agree . . . when he (Sir John) says that the local authority is to be constituted or elected so as to be representative of the people—in the municipalities by the Borough Councils, and in the Counties by the County Councils."—
>
> *Yorkshire Observer*, May 8th, 1902.

Reasons why the School Boards cannot be made the New Education Authority :—

(1) Because they cover only two-thirds of the country, and have no power to levy rates in the other third.

(2) Because they are educating less than half the children of the country.

(3) Because they have no power under Statute Law to supply Higher Education, and would not be accepted by the country as the authority for Higher Education.

(4) Because the day of *ad hoc* authorities is over. A majority of ratepayers will not take the trouble to vote for School Boards, so that no large School Board represents more than a minority of the Ratepayers.

(5) Because there are over 14,000 Voluntary Schools which are educating more than half the children in the country.

(6) Because they are elected by the cumulative vote, which is inconsistent with true popular representation.

Why the County and Borough Councils are chosen :—

(1) Because they cover the whole country.

(2) Because they are already the Authority for Higher Education.

(3) Because they are the most popularly elected body.

PART IV.—GENERAL.

Education committees

12. Section 1.—Any council in the exercise of powers under this act shall, except as respects the raising of a rate or borrowing money for the purposes of this Act, or the adoption by them of Part III. of this Act, act through an education committee or education committees, constituted in accordance with a scheme made by the council and approved by the Board of Education.

Section 2.—Every such scheme shall provide—

(a) For the selection and appointment by the council of at least a majority of the committee; and

(b) For the appointment by the council, on the nomination, where it appears desirable, of other bodies, of persons of experience in education, and of persons acquainted with the needs of the various kinds of schools in the area for which the council acts.

Section 3.—Any such scheme may, for all or any purposes of this Act, provide for the constitution of a separate education committee for any area within a county, or for a joint education committee for any area formed by a combination of counties, boroughs, or urban districts, or of parts thereof. In the case of any such joint committee, it shall suffice that a majority of members are selected and appointed by the councils of any of the counties, boroughs, or districts out of which, or parts of which, the area is formed.

Section 4.—Before approving a scheme, the Board of Education shall take such measures as may appear expedient for the purpose of giving publicity to the provisions of the proposed scheme, and may, if they think fit, hold a public inquiry.

Section 5.—If a scheme under this section has not been made by a council and approved by the Board of Education within twelve months after the passing of this Act, that Board may, subject to the provisions of this Act, make a provisional order for the purposes for which a scheme might have been made.

Section 6.—In Wales and Monmouthshire, any county governing body constituted under a scheme made in pursuance of the Welsh Intermediate Education Act, 1889, shall be the education committee under this Act of the council of the county or county borough, unless any other scheme is proposed by the council.

52 & 53 Vict. c. 40

PART IV.—GENERAL.

Clause 12.—The first duty of the Council is to make a "scheme" shewing what representation it proposes to give on its Education Committee or Committees. This "scheme" may provide seats for delegates from other bodies, *e.g.*: The Mechanics' Institute, &c. Very great latitude will be allowed the City Council in the arrangement of this "scheme."

The City Council can also determine in its "scheme" how far the Education Committee or Committees shall exercise independent power, and how far they shall report to the City Council itself.

Mr. Balfour stated in introducing the Bill that

> "The Education Committee will be very much like the other Committees which the Councils now appoint."

He also said:

> "We lay it down that this municipal authority is to have the control of all the elementary education in its district."

Sir R. Jebb said in the same debate,

> "The ratepayers' control did not reside in the managing body of the school, it resided in the local authority which was supreme over the managers."

The "scheme" may provide for two Committees, one for Elementary Education and one for Higher Education. The Committee for Elementary Education might be formed as follows:

(*a*) 31 Members elected by the City Council from its own body.

(*b*) 16 Members of the City Council, and 15 Members of the present School Board.

or (*c*) The members of the present School Board and others interested and experienced in Elementary Education, or in many other ways.

The Committee for Higher Education may be formed out of the present Technical Instruction Committee, or in other ways approved by the City Council, and sanctioned by the Board of Education.

The "scheme" may provide that a certain number of the Committee or Committees retire annually, as do all Committees and Sub-Committees of the Town Council at present.

It will be decided by the City Council in the "scheme" how far the Education Committee or Committees shall be elected annually from itself, and how far representation shall be accorded to other public bodies.

The elasticity thus secured will enable each locality to form its Education Committee or Committees in the way best calculated to promote educational efficiency in its own area.

The turmoil of School Board Elections will cease. The services of the best Educationalists will be secured, and side issues and party fads will be avoided. Education will be the one consideration in the choice of members of the Committees.

PART II.—HIGHER EDUCATION.

Power to aid higher education

53 & 54 Vict. c. 60

2. The local education authority may supply or aid the supply of education other than elementary, and for that purpose may apply the residue under section 1 of the Local Taxation (Customs and Excise) Act, 1890, including any balance thereof which may remain unexpended at the end of a financial year, and may spend such further sums as they think fit: provided that the amount raised by the authority for the purpose in any year out of rates under this Act shall not exceed the amount which would be produced by a rate of twopence in the pound, or such higher rate as the Local Government Board may fix by provisional order made as respects any particular county or county borough on the application of the council of that county or county borough.

NOTE.—The "Whisky" Money in 1900 amounted to £981,000, and is supplemented by £100,000 in Rates. The total capital outlay on Technical Schools and Institutes is estimated at over £3,000,000. The West Riding County Council last year levied a rate of ¼d. in the £ for Technical Instruction. This Bill gives it power to levy 2d "In twelve years the County Councils have established 391 New Secondary Schools, and they have extended, modified and adapted 282 more, and they have established an enormous number of Evening Schools."—SIR JOHN GORST on Second Reading of Educational Bill.

NOTE.—Allocation of the "Whisky" Money in Bradford in 1901.

	£
Technical College	2750
School Board	1600
Mechanics' Institute	100
Boys' Grammar School	1200
Girls' Grammar School	100
Church Institute	100
Free Library	300
Blind Institute...	100
Adult Deaf and Dumb Institute	50
St. Bede's Grammar School	125
Thornton Grammar School	25
Bradford School Board (transferred under Bradford area)	534
Total ...	£6984

PART II.—HIGHER EDUCATION.

Clause 2.—The present power to levy a rate of 1d. in the pound under the Technical Instruction Act, 1889, is lost, but is replaced by power to levy a rate of 2d. in the pound, or more by a provisional order, for higher education. This would probably be inadequate in Bradford and many other places, as Mr. Balfour pointed out when he introduced the Bill, when he used these words :—

> "The County Council will have a 2d. rate to work upon, but I am convinced that in many places that will be insufficient. There is power for any County Council by provisional order to get that limit raised."

Opponents of the Bill seem entirely ignorant of the origin of the proposal to restrict the higher education rate to 2d. in the pound. This proposal is made in the recommendations of the Secondary Education Commission appointed by Mr. Acland and presided over by Mr. Bryce. Among those who in 1895 signed the Report containing that proposal are Mr. Bryce, Sir J. T. Hibbert, Sir Henry Roscoe, Mr. G. J. Cockburn, Mr. J. H. Yoxall, Dr. A. M. Fairbairn, and Mr. C. Fenwick, M.P.

The Bill does place the duty upon the authority to exercise the power conferred on them, but leaves a certain amount of discretion to each locality (*vide* The Attorney General on the Introduction of the Bill.) This will probably be made stronger in committee. Experience shews that educational powers are usually taken advantage of to the fullest possible extent. The Technical Instruction Act is optional, but has been almost universally put into operation.

Bradford has used its power under this Act to the full, and it is only fair to conclude will use the power under this Bill in the same way.

The provision for Free Scholarships, Maintenance Scholarships, and University Scholarships will rest with the new authority, and will no doubt be made more adequate and be better distributed than at present.

In estimating how far the 2d. rate will go for Higher Education, it must be borne in mind that a considerable portion of the present School Board Rate is being spent on Higher Education, probably 2d. in the pound. If this be so, it follows that this 2d. will come off the School Board Rate, and be transferred to the Higher Education Fund.

Concurrent powers of smaller boroughs and urban districts

3. The council of any non-county borough or urban district, who have power to adopt or have adopted Part III. of this Act, shall have power concurrently with the county council to spend such sums as they think fit for the purpose of supplying or aiding the supply of education other than elementary: provided that the amount raised by the council for the purpose in any year out of rates under this Act shall not exceed the amount which would be produced by a rate of one penny in the pound.

Religious instruction

4. Section 1.—A council, in the application of money under this part of this Act, shall not require that any particular form of religious instruction or worship shall or shall not be taught or practised in any school or college.

Section 2.—In a school or college receiving a grant from, or maintained by, a council under this part of this Act,

(a) A scholar attending as a day or evening scholar shall not be required, as a condition of being admitted into or remaining in the school or college, to attend or abstain from attending any Sunday school, place of religious worship, religious observance, or instruction in religious subjects in the school or college or elsewhere; and

(b) The times for religious worship, or for any lesson on a religious subject, shall be conveniently arranged for the purpose of allowing the withdrawal of any such scholar therefrom.

Part III. to apply where adopted

PART III.—ELEMENTARY EDUCATION.

5. The following sections of this part of this Act shall apply only within the area of a local education authority for which it is adopted, and a local education authority may adopt it for their area by a resolution of that authority.

The provisions contained in the first schedule to this Act shall have effect with respect to the resolution of adoption.

Clause 3.—Does not apply to Bradford.

Clause 4.—The Cowper Temple Clause, by which "no catechism or religious formulary, distinctive of any particular denomination, may be taught in any schools transferred to, provided by or maintained by a School Board," never did apply to any school for Secondary or Higher Education. Any school or class which is declared by the law of the land to be illegally provided by the School Board, could not legally be held to come under the operation of the Cowper Temple Clause.

Therefore the Bill makes no change in not applying this clause to evening schools, &c.

The Technical Instruction Act applied the Cowper Temple Clause only to schools where scholars attended *only for the purpose* of technical or manual instruction. Otherwise the Bradford St. Bede's Grammar School could not have received a grant as it has done in recent years.

The Bill contains no provision for altering the existing system of Religious teaching. In a recent speech Mr. Alfred Illingworth admitted that

> "It was true that there had not been the practical difficulty in the schools that might have been perhaps feared in connection with what was known as the religious teaching."—*Yorkshire Observer*, May 10th.

Mr. Illingworth's admission adds point to the statement of Sir John Gorst that the religious difficulty in the schools is non-existent.

Mr. A. Birrell, M.P., the new Chairman of the Liberal Federation, said on May 28th, 1900, that

> "The religious difficulty was the creation of agitating religious bodies, and not of the parents."

PART III.—ELEMENTARY EDUCATION.

Clause 5.—If the City Council decide to adopt Part III. the Bradford School Board will cease to exist as such. It might be co-opted on the new authority either in whole or in part. But it would cease to exist as a rating authority, and recent experience of School Board Finance points to this as a desirable end. On the other hand there will be great educational gain in the appointments of Boards of Managers

CLAUSE 5—Continued.

FIRST SCHEDULE.

Resolution of adoption.

1. A resolution of adoption must be passed at a meeting of the council.

2. One calendar month at least before the meeting, special notice of the meeting and of the intention to propose the resolution, shall be given to every member of the council.

3. A resolution of adoption, after being passed, shall be published by advertisement in some one or more newspapers circulating within the county, borough, or district, and otherwise in such manner as the council thinks sufficient for giving notice thereof to all persons interested.

4. A copy of the resolution of adoption shall be sent to the Board of Education, and to the Local Government Board.

5. The resolution of adoption shall come into operation at such time, not less than one month after the first publication of the advertisement, as may be fixed by the Board of Education.

6. If a resolution of adoption has been proposed, and has been rejected, a further resolution of adoption shall not be proposed until after the expiration of three years from the date on which the former resolution has been rejected.

7. A resolution of adoption may be passed at any time after the passing of this Act, but if passed before the appointed day shall not take effect before that date.

Powers and duties as to elementary education

6. The local education authority shall throughout their area have the powers and duties of a school board and school attendance committee under the Elementary Education Acts, 1870 to 1900, and the control of all secular instruction in public elementary schools, whether provided by them or not, and school boards and school attendance committees shall be abolished in that area.

Management of schools

7. All public elementary schools shall be managed in the case of schools provided by the local education authority by managers appointed by that authority under section 15 of the Elementary Education Act, 1870, and in the case of schools not so provided, by the persons who are the managers for the purposes of the Elementary Education Acts, 1870 to 1900, and this Act.

33 and 34 Vict., c. 75

CLAUSE 5—Continued.

to all the Board Schools. Those who have served on the School Board will be much in demand as School Managers, and will find ample scope for good service to the cause of education.

With reference to the abolition of School Boards, Mr. Chamberlain, in his letter to Mr. Glover, says:

> "The contemplated reform will at last give effect to one of the main objects of the agitation which in 1870 was promoted by the National Education League. That League, which included among its most prominent members the late Mr. George Dixon, Mr. Dale, Mr. George Dawson, and the Rev. Messrs. Vince and Crosskey, desired to see established in every district a local educational authority. It objected strongly to a body elected under the cumulative vote, by which a stimulus was given to sectarian influence, and it expressed its preference for the town councils, where they then existed, over any body elected *ad hoc* (see page 2). In all these respects the present Bill is a great advance on previous legislation."

It is believed that the optional clause of Part III. will be dropped from the Bill, and therefore we need not anticipate the terrible struggle of Denominationalism at the November Elections. The danger of this is an argument in favour of the abolition of the permissive character of this part of the Bill.

Clause 6.—The duty of providing sufficient school accommodation is still unrepealed, and the Board of Education will enforce the performance of this duty by a mandamus, if necessary. *Vide* third schedule (5) and fourth schedule, Part 2.

Clause 7.—The term and conditions of office of the Managers of Board Schools will be defined in the "scheme." Obviously such a detail could not find a place in the Bill, and it is very necessary that local peculiarities should be considered in such a matter.

The Managers of Denominational Schools are usually defined by the Trust Deeds of the Buildings. The control of these managers is confined by this Bill to two things, the Religious Instruction and the Buildings. In everything else they are simply managers acting under the direction of the local authority which has the right to one or more representatives upon each body of managers.

Maintenance of schools

8. Section 1.—The local education authority shall maintain and keep efficient all public elementary schools within their area which are necessary, subject, in the case of a school not provided by them, to the following conditions :—

(a) The managers of the school shall carry out any directions of the local education authority as to the secular instruction to be given in the school.

(b) The local education authority shall have power to inspect the school, and the accounts of the managers shall be subject to audit by that authority.

(c) The consent of the local education authority shall be required to the appointment of teachers, but that consent shall not be withheld except on educational grounds.

NOTE.—Appointment of Teachers.

"I observe that you lay stress on the fact that in the voluntary schools the teachers will continue to be selected of the same religious faith as the managers of the schools, and you speak of this as 'the revival on a huge scale of the obsolete system of theological tests.' Surely this is written under a misapprehension. There will be no revival of an obsolete system, but only the continuance of the practice which has always prevailed, but which will now be moderated by the introduction of a representative element into the management and by the ultimate appeal to the local authority. The evil, so far as it is an evil, will be lessened and not increased, and I hardly think that it could be removed even if every school in the kingdom were under a School Board. There are already many School Board districts where, although no test may be formally applied, a Roman Catholic teacher, for instance, would have not the slightest chance of appointment by a Protestant Board."—*Mr. Chamberlain's Letter to Dr. Glover.*

Clause 8.—It is not true that "the local authority can close any Board School which it considers unnecessary." No school can be closed as unnecessary so long as the average attendance keeps up to 30.

If Board Schools were suppressed there would be no need of managers, but exactly the same applies to Voluntary Schools.

The Education Committee will have absolute control with regard to number of teachers, salaries, &c., and can remove an inefficient teacher on educational grounds simply by refusing to pay his salary.

The Nonconformists' grievance that in some schools a Nonconformist cannot become a pupil teacher will be removed by the new system of training adult teachers, which will, no doubt, soon come into operation. As a matter of fact there are many Nonconformists teaching in Church Schools to-day. Many managers of Church Schools are content to have the head-teacher a Churchman, and appoint assistants independently of their religious denomination.

It is provided in clause 10 that the religious instruction desired by the parents shall affect the decision as to the character of a new school.

The conditions upon which Managers of Denominational Schools will receive rate aid are :—

(*a*) They shall carry out any directions of the local authority in regard to secular instruction.

(*b*) They shall open the schools to inspection of the local authority, and their accounts shall be subject to audit by the authority.

(*c*) They shall obtain the consent of the local authority to the appointment of teachers.

(*d*) They shall keep the buildings in good repair, and alter them at their own cost to suit the demands of the local authority.

(*e*) They shall admit as co-managers one in three appointed by the local authority.

Thus every Denominational School will have to admit on its Management Committee representatives chosen by the Education Authority. One-man management, where it exists, will cease. The manager or managers thus appointed will have power far exceeding their numerical strength. They will have the local authority at their back. They will be able to veto any expenditure that is at all questionable. They will be able to expose any abuse that may exist or arise in any Denominational School.

CLAUSE 8—Continued.

(d) The managers of the school shall, out of funds provided by them, keep the schoolhouse in good repair, and make such alterations and improvements in the buildings as may be reasonably required by the local education authority.

(e) The local education authority shall have the right of appointing such persons as they think fit to be additional managers, so that the number of the persons so appointed, if more than one, does not exceed one-third of the whole number of managers.

Section 2.—If any question arises under this section between the local education authority and the managers of a school, that question shall be determined by the Board of Education, and compliance with this section shall be one of the conditions required to be fulfilled by an elementary school in order to obtain a Parliamentary grant.

60 and 61 Vict., c. 5

Section 3.—The grant under the Voluntary Schools Act, 1897, in respect of any schools maintained by a local education authority, shall, instead of being distributed by the Board of Education, be paid by that Board to that authority, and shall be applied by the authority in aid of the expenses incurred by them under this part of this Act.

Provision of new schools

9. Where the local education authority or any other persons propose to provide a new public elementary school, they shall give public notice of their intention to do so, and the managers of any existing school, and the local education authority (where they are not themselves the persons proposing to provide the school) and any ten ratepayers in the area for

CLAUSE 8—Continued.

Sir John Gorst on the Second Reading said:—"The County Council and the Board of Education had absolute control over the managers by withholding the grant."

Mr. Haldane (Radical) said on Second Reading:—"The Bill gave a much more real control than some of his friends appeared to think over the management of the Voluntary Schools."

In the event of a dispute as to repairs, an appeal is allowed to the Board of Education.

This is nothing new. All disputes between educational authorities have now to be settled in London, *e.g.*, a dispute between a School Board and a Voluntary School.

The complaint that the Education Committee may but need not appoint one-third of the Managers of the Denominational Schools is amusing. Can anyone doubt that the City Council would exercise its full power under the Bill. First it is said sufficient power is not given, then that what power is given will not be used. It is fair to assume that the Education Committee will exercise as much power as it can.

"Sham control" is a contradiction in terms. If it is a sham it is not control, and if it is control it is not a sham. The control, however, is real, for it is the control of the purse, and is absolute over all money that is provided for out of the rates, and the earnings of the school under the Parliamentary grants. The one-third representation has evidently been arrived at by a consideration of the proportion of maintenance which will have to come out of rates. It is a *pro ratâ* representation.

8 (2)—The loss of Parliamentary grant would far more seriously affect the Managers than the Education Committee, as it would practically mean the closing of the school. This clause is evidently intended to compel the Managers of Voluntary Schools to carry out the instructions of the local authority.

The extra 5/- per head which the local authority will receive for children in Voluntary Schools will be a distinct advantage to the local rates, and is the first step in a very necessary reform, that a larger share of the expense of education should come from Imperial sources. Whether it will tend to increase Voluntary Schools or not may be doubted, as the expense of building and repairs will have to be privately borne. The Voluntary School Managers will have their hands quite full enough in maintaining their present buildings in a good state of repair.

Clause 9.—The appeal to London in regard to new schools is simply continuing the present policy. No school can be built without the consent of the Board of Education. The only change effected by this clause will be that such a type of school as is specially suited to a particular district will now be possible.

CLAUSE 9—Continued.

which it is proposed to provide the school, may, within three months after the notice is given, appeal to the Board of Education on the ground that the proposed school is not required, or that a school provided by the local education authority, or not so provided as the case may be, is better suited to meet the wants of the district than the school proposed to be provided, and any school built in contravention of the decision of the Board of Education on such appeal shall be treated as unnecessary.

Necessity of schools

10. The Board of Education shall determine in case of dispute whether a school is necessary or not, and in so determining, and also in deciding on any appeal as to the provision of a new school, shall have regard to the interest of secular instruction, to the wishes of parents as to the education of their children, and to the economy of the rates, but a school actually in existence shall not be considered unnecessary in which the number of scholars in average attendance as computed by the Board of Education is not less than thirty.

Power to enforce duties under Elementary Education Acts

11. If the local education authority fail to fulfil any of their duties under the Elementary Education Acts, 1870 to 1900, or this Act, in any part of their area, the Board of Education may, after holding a public inquiry, make such order as they think necessary or proper for the purpose of compelling the authority to fulfil their duty, and any such order may be enforced by mandamus.

PART IV.

Clause 12 (see page 4).

Expenses

13. Section 1.—The expenses of a council under this Act shall, so far as not otherwise provided for, be paid, in the case of the council of a county out of the county fund, and in the case of the council of a borough out of the borough fund or rate, and in the case of the council of an urban district as expenses incurred for the general purposes of the Public Health Acts. Provided that—

(a) The county council may, if they think fit, charge any expenses incurred by them under this Act with respect to education other than elementary on any parish or parishes which, in the opinion of the council, are served by the school or college in connection with which the expenses have been incurred; and

CLAUSE 9—Continued.

In stating the Building grants received by Bradford Voluntary Schools, it is not fair to omit those given to Nonconformist Schools which have ceased to perform the work for which grants were made.

Borough West	£458
Broomfields Industrial	763
Richmond Terrace Wesleyan ...	394
Great Horton Wesleyan	1250
Allerton	304

These schools are, so far as they still exist, entirely used for Sectarian purposes—so that Nonconformists do not object to using public money for their own ends, but only object to it when it is used by the Church, for educational purposes.

Clause 10.—This clause in no wise encourages the building of very small schools. It is only schools *actually in existence* which shall not be considered unnecessary so long as the average attendance keeps up to 30.

New schools will be of such character and dimensions as will best meet the needs of the locality.

This clause is intended to remove Sectarian grievances where they have any real existence.

Clause 11.—This clause compels Local Education Authorities to do their duty—so that education can no longer be starved in one part of the country while it is surfeited in other parts.

Clause 12 (see page 5).

Clause 13.—In estimating the extra cost to the rates in the event of the Voluntary Schools being placed upon them, it is necessary to bear in mind that (*a*) there has been much waste in Board School expenditure ; (*b*) there have been very heavy charges incurred by the School Board illegally; (*c*) the very expensive Evening Schools, Schools of Science and Central Classes will now have to be financed out of the Higher Education Rate. Taking the present School Board Rate at 1/6, at least 2d. of this could be saved without loss of efficiency, another 2d. is being used for Higher Education ; so that 1/2 is ample to cover all necessary School Board expenditure. The extra rate of 4d. in the pound for Voluntary Schools would thus bring the School Board Rate back to the 1/6 which it

CLAUSE 13—Continued.

(b) The county council shall not raise any sum on account of their expenses under Part III. of this Act within any borough or urban district, the council of which is the local education authority for the purposes of that part; and

(c) The county council shall charge any expenses incurred by them in respect of capital expenditure on account of the provision or improvement of any public elementary school on the parish or parishes which, in the opinion of the council, are served by the school; and

(d) The county council shall raise any expenses incurred to meet the liabilities of any school board transferred to them exclusively within the area which formed the school district in respect of which the liability was incurred.

Section 2.—All receipts in respect of any school maintained by a local education authority, including the annual Parliamentary grant, but excluding sums specially applicable for purposes for which provision is to be made by the managers, shall be paid to that authority.

Section 3.—Separate accounts shall be kept by the council of a borough of their receipts and expenditure under this Act, and those accounts shall be made up and audited in like manner and subject to the same provisions as the accounts of a county council, and the enactments relating to the audit of those accounts and to all matters incidental thereto and consequential thereon, including the penal provisions, shall apply.

Borrowing

14. Section 1.—A council may borrow for the purposes of the Elementary Education Acts, 1870 to 1900, or this Act, in the case of a county council as for the purposes of the Local Government Act, 1888, and in the case of the council of a county borough, borough, or urban district as for the purposes of the Public Health Acts, but the money borrowed by a borough council shall be borrowed on the security of the borough fund or borough rate.

51 and 52 Vict., c. 41

Section 2.—Sub-sections 1 and 5 of section 87 of the Local Government Act, 1888, shall apply with respect to the sanction of any loan under this Act.

Section 3—Money borrowed under this Act shall not be reckoned as part of the total debt of a county for the purposes of section 69 of the Local Government Act, 1888, or as part of the debt of county borough or urban district for the purpose of the limitation on borrowing under Sub-sections 2 and 3 of Section 234 of the Public Health Act, 1875.

38 and 39 Vict., c. 55

CLAUSE 13—Continued.

now is. A rate of 3d., plus the whisky money,* would probably suffice for Higher Education. So that an extra rate of 2d. would amply suffice to level up all Schools in Bradford to as high a point of efficiency as money can raise them.

In estimating voluntary effort it is only fair to shew both sides of the question.

To print one side of a school's accounts is grossly unfair.

The insinuation that Church Schools charge rent is, with one or two exceptions, baseless.

The Claims of Voluntary Schools on Bradford may be briefly summarised :—

(1) They offer accommodation for over 23,000 children. To supply these places would cost the ratepayers of Bradford, at £15 a place, the enormous sum of £345,000.

(2) They are educating about one-third of the school children in Bradford. Why should this large number of our children have no benefits from the local rates which their parents help to pay ? See page 3 of Cover.

(3) They have made enormous sacrifices in the past, and are willing to continue to do so provided simple justice is done.

(4) They are most economically managed. In the Bradford Rural Deanery there are 40 Church of England Day Schools with 260 gentlemen on the Voluntary Management Committees, viz., 58 Clergymen and 202 Laymen. In other words, 77 per cent. of these managers are laymen, and only 23 per cent. are clergymen. Surely this is sufficient answer to the charge of clerical dominance.

(5) For the year ending May 24th, 1901, £2755 13s. was raised by Voluntary Subscription for the Bradford Church Schools. See also pages 24 and 32.

To this must be added

(1) Value of Buildings in most cases given rent free ;

(2) Value of Administration and Management, which is entirely voluntary ;

(3) Prizes and many other incidental expenses not included in voluntary subscriptions.

* For amount and distribution of whisky money in Bradford see page 6.

Arrangements between local education authorities and councils

15. A local education authority—

(a) May make arrangements with the council of any county, borough, district, or parish, whether a local education authority or not, for the exercise by the council, on such terms and subject to such conditions as may be agreed on, of any powers of the authority in respect of the control or management of any school or college within the area of the council; and

(b) If the authority is the council of a non-county borough or urban district which has power to adopt or has adopted Part III. of this Act, may, at any time after the passing of this Act, by agreement with the council of the county, and with the approval of the Board of Education, relinquish in favour of the council of the county their powers and duties under this Act as to elementary education, including the power to adopt Part III. of this Act, and in that case they shall cease to be a local education authority under this Act and to have concurrent powers as to education other than elementary.

Provisional orders and schemes

38 and 39 Vict., c. 55

16. Section 1.- Sections 297 and 298 of the Public Health Act, 1875 (which relate to provisional orders), shall apply to any provisional order made under this Act as if it were made under that Act, but references to a local authority shall be construed as references to the authority to whom the order relates, and, as respects a provisional order constituting an education committee, references to the Local Government Board shall be construed as references to the Board of Education.

Section 2.—Any scheme or provisional order under this Act may contain such incidental or consequential provisions as may appear necessary or expedient.

Section 3.—A scheme under this Act when approved shall have effect as if enacted in this Act, but may be revoked or altered by a scheme made in like manner.

Overlapping school board areas

17. Where an existing school board district is situate in the area of more than one local education authority, a resolution of any of those authorities adopting Part III. of this Act shall not come into force until the Board of Education have, by order after public inquiry, made such arrangements as they think expedient for the performance of the powers and duties of the school board in any part of the district for which Part III. is not adopted, and any such order shall have effect as if enacted in this Act.

Clause 15.—Does not apply to Bradford.

Clause 16 (2)—By this clause the City Council is allowed considerable scope in the formation of the "scheme," by which the education authority will be formed. The idea that "the 'scheme' may contain all sorts of provisions binding on the liberty of the Council," is just as ludicrous as it would be to suggest that the danger of liberty is lest a man should tie his own hands.

Sir John Gorst on the Second Reading of the Bill said :—

> "The Local Authority, the County Council, will decide all questions of finance and broad questions of policy, but will leave the exercise of its will to the Statutory Committee. Why should such an arrangement break down? It has not broken down in the Technical Schools. It has worked without hitch or friction, and why the Right Hon. Gentleman should think that in this particular case there will be all sorts of difficulties and friction between the County Council and the Committee, I really fail to understand."

Clause 16 (3)—This gives elasticity to the educational machinery so that it may be improved as time goes on, and keep pace with the growing demands of the locality.

Clause 17.—Does not apply to Bradford.

Definitions

18. Section 1.—In this Act and in the Elementary Education Acts the expression "elementary school" shall not include any school carried on as an evening school under the regulations of the Board of Education.

Section 2.—The power to provide instruction under the Elementary Education Acts, 1870 to 1900, shall, except where those Acts expressly provide to the contrary, be limited to the provision of instruction given under the regulations of the Board of Education to scholars of not more than 15 years of age in a public elementary school.

Section 3.—In this Act, unless the context otherwise requires, any expression to which a special meaning is attached in the Elementary Education Acts, 1870 to 1900, shall have the same meaning in this Act.

Section 4.—In this Act the expressions "powers," "duties," "property," and "liabilities" shall, unless the context otherwise require, have the same meanings as in the Local Government Act, 1888.

51 and 52 Vict., c. 41

Section 5.—The power of a local education authority to supply or aid the supply of education other than elementary, shall include power to make provision for the purpose outside their area in cases where they consider it expedient to do so in the interests of their area.

Section 6.—Population for the purposes of this Act shall be calculated according to the Census of 1901.

Provisions as to transfer, &c.

19. Section 1.—The provision set out in the second schedule to this Act relating to the transfer of property and officers, and adjustment, shall have effect for the purpose of carrying the provisions of this Act into effect.

Section 2.—In the application of the Elementary Education Acts, 1870 to 1900, to any area for which Part III. of this Act is adopted, the modifications specified in the third schedule to this Act shall have effect

Applications of enactments and repeal

Section 3.– The enactments mentioned in the fourth schedule to this Act shall be repealed to the extent specified in the third column of that schedule, but as to the enactments contained in the second part of that schedule only as respects areas for which part III. of this Act has been adopted

Clause 18.—By this clause Elementary Education is differentiated from Higher or Technical Education.

The question of the supply of Teachers will be dealt with by the Local Authority.

The Attorney General, in reply to Mr. Bryce, said "The Authority had power to make provision for the education of the Teacher."

Sir John Gorst said on the Second Reading of the Bill—

> "The provision of Teachers will be one of the very first duties which the new authorities will have to consider. You cannot make teachers by Act of Parliament. I share the opinion that the Pupil Teacher System is a very bad one, and cannot possibly provide us with a proper service of young teachers, and that one of the first duties of the new authorities will be to provide schemes for the better provision of teachers."

Clause 19.—The repeal of the Technical Instruction Acts leaves the Local Authority a free hand in distributing moneys for educational purposes. It is only fair to assume that the main principles of the Acts will be applied by the new Authority—*e.g.*,

(1) That grants shall be in proportion to work done.

(2) That public money will not be given to institutions conducted for private profit.

(3) That the Local Authority shall be represented on the Board of Management of every Institution that receives a grant.

(4) That accounts shall be liable to audit, and offending managers removed or grants be stopped.

(5) That Scholarships shall be provided according to the needs of the locality.

Extent.

20. Section 1.—This Act shall not extend to Scotland or Ireland, or, except as expressly provided, to London.

Commencement, and short title.

Section 2.—This Act shall, except as expressly provided, come into operation on the appointed day, and the appointed day shall be the 26th day of March, 1903, or such other day, not being more than twelve months later, as the Board of Education may appoint, and different days may be appointed for different purposes and for different provisions of this Act, and for different local education authorities. Any authority given to a school board under the Education Act, 1901, either in London or elsewhere, which would expire on the 31st day of July, 1902, is hereby continued, and shall have effect until the appointed day.

Section 3.—This Act may be cited as the Education Act, 1902, and the Elementary Education Acts, 1870 to 1900, and this Act may be cited as the Education Acts, 1870 to 1902.

Schedules.—The reader is referred to the Official Copy of the Bill for the Schedules.

Voluntary Expenditure on Church Schools and Training Colleges.

	From 1811 to 1870	Since 1870	Total
	£	£	£
Schools :—			
Building	6,270,577	8,327,751	14,598,328
Maintenance ..	8,500,000	19,367,462	27,867,462
Training Colleges :—			
Building	194,085	156,400	350,485
Maintenance ...	185,276	423,647	608,923
	15,149,938	28,275,260	43,425,198

Clause 20—(1) It is interesting to note that the leading Scotch newspaper, the "Scotsman," in speaking of the Bill, regrets that it does not apply to Scotland, and adds—"that its best features must be adapted to our Scottish system, for Scotland will now be left behind in the path of educational reform."—April 25th, 1902.

SCHEDULES.

In regard to the repeal of certain Acts, it may be noted:—

(1) That when a new authority replaces an old one, the Acts relating to the old authority are repealed of necessity.

(2) That any point of value—*e.g.*, the provision of managers holding offices of profit under the Board on which they sit as members—in the repealed Acts will of course be repeated in the new Acts governing the new authorities.

(3) That the question of Free Education—except so far as Education is compulsory—is left to the Local Authority.

GROWTH OF CHURCH SCHOOL ACCOMMODATION.

The best evidence of the vitality and progress of the Schools of the Church is to be found in the increase in the average attendance and in the amount of accommodation between 1870 and 1900.

Church Schools.

	Year ending Aug. 31, 1870	Year ending Aug. 31, 1900	Increase.
Accommodation ...	1,365,080	2,802,525	1,437,445
Average attendance ...	844,334	1,885,802	1,041,468

Summary of the Education Bill

AS APPLIED TO BRADFORD.

The **City Council** becomes the *unifying* and *co-ordinating* Authority for all Education.

The **City Council** prepares a "*Scheme*" for an Education Committee or Committees, consisting of

(a) Majorities **at least** of its own members. *Vide* amendment suggested by Mr. Balfour.

(b) **Representative** Educationalists — *e.g.*, Members of the School Board, Mechanics' Institute, Church Institute, Grammar Schools, Day Schools Associations, or

(c) Other Educational **Experts.**

The Scheme will provide for the length of tenure of office, the method of filling vacant seats, the degree of independence which will be possessed by the Education Committee, and other matters of local interest.

This **Education Committee** or Committees will take the place of the Technical Instruction Committee and the School Board (if Part III. be adopted).

It will distribute the **Whisky Money,** raise a rate of 2d. *(or more by provisional order)* for Higher Education.

It will take **Control** of the Technical College, the Evening Schools and Classes, the Pupil Teachers' Centre, and probably the Higher Grade Schools.

It will become the School Attendance Authority of the city to enforce bye-laws.

If Part III. be adopted the Education Committee or Committees will also

(1) **Appoint** Boards of Managers for each Board School.

(2) **Appoint** Representatives on every Management Committee of every *Denominational* School.

(3) **Absolutely control** all the Secular Instruction in every school.

(4) **Inspect and audit** the accounts of every school.

(5) **Order** such repairs as may be reasonably required in every Denominational School, to be executed at the cost of the managers.

(6) **Make** such arrangements as may be thought best for the provision and training of *Teachers.*

Summary of Bill—Continued.

(7) **Veto** the appointment of Teachers in Denominational Schools on educational grounds.

(8) **Maintain** all schools in efficiency.

(9) **Receive** all Parliamentary Grants at present paid to Denominational Schools.

Instead of each school being obliged, as at present, to refer every detail of management to London, this Bill provides for a large amount of Educational Local Self-government, and only matters of great importance will now be referred to London, and then only through the Education Committee of the city.

There will still, of course, be an appeal to London in questions of dispute.

In providing **New Schools** the type of school is to be decided by the needs of the locality and the wishes of the parents and ratepayers.

The Education Authority will be compelled to perform its duties.

The **Religious Teaching** will continue as at present, *i.e.*, Undenominational in all schools provided by the Local Authority out of the rates, and Denominational in all schools provided by denominations.

The Conscience Clause will apply in **all** schools.

The total increased cost of levelling up all schools in Bradford to the highest point of monetary efficiency may be fairly estimated at an addition to the rates of 2d. in the pound.

CONSERVATIVE LEGISLATION

ON BEHALF OF

NATIONAL EDUCATION.

The following list of Acts of Parliament, passed in recent years, effecting valuable Educational Reforms, may be taken as a sufficient indication that Conservatives and Churchmen are the true friends of National Education.

The Elementary Education Act, 1876.—This Act made Education compulsory; prohibited employment of children in such a way as interfered with their education, and provided for the payment of the school fees of the children of poor parents

Technical Schools' (Scotland) Act, 1887.—Empowers School Boards to provide Technical Instruction.

Technical Instruction Act, 1889.—To facilitate the provision of technical and manual instruction. Power is given to Local Authorities to supply such instruction out of the local rates. A large number of County and Borough Councils have availed themselves of the Act.

Welsh Intermediate Education Act, 1889.—This Act, though introduced by a private member, was enabled to pass by the special assistance of the Government, and has established a complete system of intermediate education for Wales.

Conservative Legislation—Continued.

Education Code Act, 1890.—The effects of this Act, in the improvement of Evening Schools, and in the assistance given to struggling schools in small country parishes, have been most valuable.

Elementary Education Act, 1891. (Known as the Free Education Act).—To enable Elementary Schools to reduce or remit fees hitherto paid and replace them by government grants. This Act has been of enormous advantage to the working classes and has given a great stimulus to education throughout the country.

National Educational Act, 1892.—To extend free education to Ireland. "During the discussion of this Bill, of immense social importance to Ireland, the front Opposition benches, on which the professed friends of Ireland are seated, were empty."—Mr. Goschen, *June 8th, 1892.*

Voluntary Schools Act, 1897.—To assist necessitous voluntary schools by aid grants not exceeding 5/- per scholar, by the abolition of the 17/6 limit, and by exempting voluntary elementary schools from local rating.

Elementary Education Act, 1897.—To give financial assistance to necessitous board schools in poor districts.

School Board Conference Act, 1897.—An Act to provide for the payment of the expenses of members of school boards attending conferences for the discussion of matters appertaining to their duties.

University of London Act, 1898.—This Act appointed a commission to carry out a scheme for making the University of London a teaching university. The university is now an accomplished fact, and is exercising great influence in the development of higher education.

Elementary School Teachers' (Superannuation) Act, 1898.

Board of Education Act, 1899.—This Act is one of the most practical steps in advance that this country has ever taken in the interests of National education as a whole. It created the Board of Education, and was described by the *Daily Chronicle* (Radical), as "a charter of national education. It represents the first successful attempt ever made in this country to incorporate and knit together in one harmonious whole the disconnected parts which go to make up the sum total of English education."—*August 9th, 1899.*

Elementary Education (School Attendance) **Act, 1893, Amendment Act, 1899. Commonly known as "Robson's Act."**—It accomplished various important and useful changes in the law of school attendance.

Defective and Epileptic Children Act, 1899.

Elementary Education Act. 1900.—This Act was described by the Radical *Daily Chronicle* as a measure of "no inconsiderable importance," as one embodying "salutary reforms," and it expressed the hope "that they may speedily become law." The Act raised the age limit from 13 to 14 years, increased the penalty for non-attendance, and increased the number of attendances for a "Dunce's Certificate" from 250 to 350 per annum,

Although the Liberal party were in power when the Education Act of 1870 was passed, yet Mr. Dixon, Radical Member for Birmingham, declared July 22nd, 1870, that "the Education Bill owes its success to the almost constant and earnest support which was given to it by the Conservatives."

The late Mr. W. E. Forster said, Nov. 6th, 1875: "I will give my Conservative friends—my foes who sit opposite to me—I will give them thanks, hearty thanks, for having used no party tactics in opposition to the Education Act of 1870, for if they had done so I do not believe that it would have been possible to pass it."

SOME CONSERVATIVE
Educational Administrative Reforms,
1887 TO 1902.

Royal Commission under the Chairmanship of Lord Cross, to enquire into the working of the Education Acts. Many of its recommendations were embodied in the new code of 1890. The changes under the code were of a most sweeping character.

On July 31st, 1893, Mr. Acland, the Radical Minister of Education, said: "There had been a steady improvement going on in the quality of education in this country," and added "if there was one thing which had tended more than another to bring about this result it was the code of his right hon. friend (Sir W. Hart-Dyke, Conservative Minister of Education), introduced in 1890, and which presented enormous advantages as compared with the code which preceded it."

Dr. Macnamara, at a meeting at Dartford, paid a warm tribute to the work of Sir. Wm. Hart-Dyke, at the Education office, and said that he "had done more for the teachers and education generally than any of his predecessors in office."—*Times, Oct. 23rd, 1893.*

Improvement in the granting of **Teachers' Pensions.**

Evening Schools Code, 1892, for improving education in Evening Schools. The effect of the code is seen in the largely increased attendance in such schools,

Royal Commission of 1887 to enquire into the various methods of education for the Blind, the Deaf, and Dumb.

Funds.—Under the Gladstone Government, 1881 to 1886, £24,425,632 was granted for the assistance of Education, as against £35,532,770 voted by the Salisbury administration from 1888 to 1893.

The New Code of 1900.—The new Code practically revolutionised the system of allocating the annual grant to Elementary Day Schools by introducing what is commonly known as the "Block Grant," a reform of the very highest benefit to the education of the children.

The *Daily Chronicle* said, March 30th, 1900: "The new Code cannot but be an enormous gain to the education of the people in the mass."

Dr. T. J. Macnamara, member of the London School Board, Radical M.P. for North Camberwell, writing to the *Times* on the Code on April 2nd, 1900, says: "The fundamental principle of this code is so sound, so vitalising, and so pregnant with good that it ought not to be lost to us. Under it the manager, the teacher, and the school inspector will sit down in conference, and design for the first time, a well-digested, well co-ordinated school programme, the different parts of which will have appropriate bearing one to the other. The result will be a harmonious, complete and wholesome course of training. If simple, it will be generous; if extensive, it will be digestible."

Increased means have been granted for training teachers in day training colleges.

The **establishment** of an extremely valuable **Council of Art** for advising and assisting the Board of Education in the improvement of the Royal College of Art.

The **establishment** of a **new branch** of the Board of Education to **supervise** the **Technological Instruction** of the country.

NONCONFORMIST SUPPORT OF THE BILL.

As so much is being said by Nonconformist Ministers against the Bill, we would draw attention to the following declarations of Nonconformists in favour of the Bill:—

Rev. Dr. Watson (Ian Maclaren) says:—

> "That there is no real difference in paying directly for Denominational religion and paying indirectly for it." He adds, "If one were justified in refusing to pay the Education Rate because a portion of it would defray the cost of religious teaching which he did not approve, then any citizen would have been justified in refusing to pay the latest addition to the Income Tax, because it was to be spent in carrying on a war which I shall suppose he detested."

Professor Laurie, the Scotch Educationalist, wrote in a letter to *The Times*:—

> "Speaking as a Presbyterian I would accept this Bill because it is a step forward not backward. It contains in it much more than appears on the surface. It is a move in the direction of the national control of all schools, and of the organisation of education generally; it tends to liberate the teacher from one-man government and makes his tenure of office more secure; it cannot but broaden instruction in the school; it admits of easy development by means of amending acts; by one stroke of the pen it converts Denominational Schools into Board Schools by putting them under a Council; and, finally, it is a policy of decentralization."

Judge Bompas writing to *The British Weekly* of May 1st says of the Bill:—

> "I see that it is now stated that this would be to create an endowment of religion or a new Church Rate, but this appears to be an abuse of terms. A Church Rate was a rate entirely devoted to religious purposes. But this cannot be an argument against a rate being raised for the payment of secular work if real payment is made without any reference to the religion advocated by the teacher.
>
> If the School Buildings are supplied by the persons who are anxious to give the religious teaching this will more than cover any additional cost that such religious teaching may entail.
>
> It has been alleged that though it would be unfair to make a Nonconformist pay for the support of a Church School it is not unfair to make a Churchman pay for the support of an Undenominational School; but this can only, I think, be held by those who are so blinded by their belief that undenominational teaching is right and sufficient that they cannot appreciate the views of those who believe that it is essential that their children should learn to reverence the Church as well as the Bible."

Mr. W. E. B. Priestley is reported in the *Bradford Telegraph* of Monday, October 28th, 1901, to have said:—

> "With the Educational Authority in the hands of reasonable men he had no fear whatever of those who controlled Voluntary Schools."

Nonconformist support of the Bill—Continued.

Mr. J. A. Picton, formerly Radical member for Leicester, writes to the *Daily News* of April 7th :—

"If I may venture to say so, I think that in your sensible article of to-day you have omitted one conclusive objection to the proposed Nonconformist strike against school rates. That objection is the strange inconsistency of the Nonconformists themselves, who have for thirty years past forced hundreds of thousands of heretics to pay rates for teaching a so-called "unsectarian religion," to which the said heretics have a most conscientious and profound objection. It is no answer to say, as your correspondent Mr. Hegewald seems to say, that the heretics are wrong and the Nonconformists are right. So far as concerns the particular heretics to whom he refers, I also think they are utterly wrong. But then that is just what the Church used to say to Nonconformists in days when they preferred to surrender their silver spoons rather than their principles. And what did the old-fashioned Nonconformists say in rejoinder? They did not say, "Our religion is true and yours is false"—even if they thought so. They said, "It is not the province of the State to decide which religion is true and which is false." And, therefore, they went for "the liberation of religion from State patronage and control."

"In the spirited article appearing in the *British Weekly* the protesting Nonconformists are made to say, "We have taken no money from anyone to help in the teaching of our own denominational views." Conventional epithets often furnish an admirable smoke-ball for obscuring the field of controversy. "Denominational" and "undenominational," and the like are good specimens. To common sense, and I would add to right feeling, the issue is whether you, the majority, are taking from us, the minority, money to help in teaching religious doctrines to which we have a solemn and heartfelt objection. That was the way in which Nonconformists put it before they invented "unsectarian religion" as a salve for their troubled consciences. There is absolutely no unsectarian religion except Herbert Spencer's, in which everyone believes, though scarcely anyone knows it, because most believe a good deal more besides. The fact is that in 1870 Nonconformists sold themselves to the devil of expediency, and now the unwelcome but inevitable part of the bargain must be completed."

In the Debate on the Second Reading, Mr. Randles speaking as a Nonconformist :—

"Accepted the Bill as doing something for the improvement of the education of the people, and as a measure to prevent Denominational Schools from being wiped out by Rate-aided Schools. In his own church—the Wesleyan—there was a strong feeling that the Bill should be accepted."

Mr. Trevelyan (Radical member for Elland) said on the same occasion :—

"That the Bill did not originate in the clamour of Convocation. It was demanded by the people."

Mr. Haldane (Radical) said on the same occasion :—

"The Bill was a step in the direction desired by the country."

The following STATISTICS of Elementary Schools in England and Wales are extracted from the Parliamentary Report of the Committee of Council on Education, 1900—1901.

(From the Ripon Diocesan Calendar, 1902).

Denominations.	Number of Schools on the Annual Grant List.	Number of Scholars for whom Accommodation is provided.	Number of Scholars on the Registers.	Average Number of Scholars in Attendance.	Annual Grants for the year ending 31st August, 1900.	Rate of Grant per Scholar in Average Attendance.	Rate of Expenditure per Scholar in Average Attendance. *	Voluntary Contributions for year ending 31st August, 1900.
					£ s. d.	£ s. d.	£ s. d.	£
Church of England Schools	11,804	2,805,315	2,303,062	1,882,854	1,955,786 1 8	1 0 9¼	2 6 3	624,156†
Wesleyan Schools	460	183,825	157,779	126,593	131,637 19 1	1 0 9½	2 6 8	20,194
Roman Catholic Schools	1,052	397,532	319,552	255,124	257,656 16 9	1 0 2½	2 4 4	81,181
British and other Schools	1,093	337,138	273,868	224,306	233,500 2 6	1 0 9¾	2 9 5	85,973
Board Schools	5,691	2,785,801	2,631,853	2,177,253	2,332,687 18 3	1 1 5¼	2 17 8	600
Total	20,100	6,509,611	5,686,114	4,666,130	4,835,054 15 5	1 0 10¼	2 11 7	812,104

* For *maintenance* of Schools only, exclusive of interest on, and repayment of loans, and other expenses of *administration*.

† In addition to this large sum, £316,717 was raised by the voluntary efforts of Churchmen in the year 1900, and spent in other kinds of Educational work, making a total of nearly £1,000,000. *See also page 24*

CITY OF BRADFORD.

AMOUNT of SCHOOL BOARD PRECEPTS

For the 13 Years ending March 31st, 1903.

Year.	£	Pence in the £ received from Rates.
1891	32,250	7·4
1892	28,500	6·47
1893	43,000	9·68
1894	34,000	7·5
1895	47,500	10·4
1896	46,500	10·2
1897	52,000	11·3
1898	54,000	11·3
1899	57,000	11·8
1900	63,000	11·8
1901	81,000	13·8
1902	94,000	17·5
1903	100,000	18·5
	Total £732,750	

The above immense sums of money represent the annual amounts which have been taken from the Rates of Bradford for School Board purposes, to which Churchmen and other Voluntaryists have contributed their equal share. Yet, although Churchmen and others maintain 75 Voluntary Schools, provide accommodation for 23,235 scholars, educate one-third of the school children of Bradford, and save the ratepayers some £36,000 per annum, not a penny of the above large sums (save a small amount on account of school attendance) was devoted to Educational Work in the Voluntary Schools of Bradford. Ratepayers! is not this a gross injustice which cries aloud for immediate remedy?

The Right Hon. A. J. Mundella, M.P., afterwards Radical Minister of Education, speaking of Voluntary Schools, on March 18th, 1870, said:—

> "They have done a **noble work** which Parliament had neglected to do."

Yet out of 40 years preceding 1870 the Radicals, who profess to be the great friends of Education, were in power 31½ years, and the Conservatives only 8½ years.

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